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ABSTRACT

In this California state curriculum model for grade 2, "People Who Make a Difference," students study Cesar Chavez. The students learn about his role in improving the lives of farm workers. They also learn about Chavez as a family man, about the role religion played in his life, and about his role as an organizer, as a labor leader, and as an environmentalist. Students learn about Cesar Chavez as a civil rights leader and as an advocate for social justice and nonviolence. The curriculum presents a history/social science framework; addresses history/social science state standards; sets a context; poses focus questions; cites expected learning outcomes; discusses assessment; lists key concepts; suggests an essential vocabulary, primary sources, and visuals; and provides a detailed step-by-step procedure for implementing each of the four lessons. The lessons are: (1) "The Food We Eat"; (2) "Farm Labor"; (3) "Pesticides"; and (4) "The Importance of Farm Owners and Farm Workers." A biography and photographs of Cesar Chavez are included. (BT)

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California Department of Education

César Chavéz

Grade Two Model Curriculum and Resources

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http://chavez.scientech.com/Teachers/Lessons_K-3.htm#Grade2

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César Chávez

Grade Two Model Curriculum and Resources

Grade Two: People Who Make a Difference

Students studying César E. Chávez will learn about his role in improving the lives of farm workers. They will learn about Chávez as a family man, as a husband, as a father and grandfather. They will learn about the role that religion played in Chávez's life. They will learn about his role as an organizer, a labor leader, and as an environmentalist. Most importantly, they will learn about him as a civil rights leader and as an advocate for social justice and nonviolence.

Grade Two: History-Social Science Framework

Students in grade two will learn about people who made a difference in the past. They will learn about those who supply the goods and services that are necessary for daily life. Their studies will emphasize those who supply food: people who grow and harvest food, vegetable farms, fruit orchards, and the processors and distributors who move food from farm to market. Students will also learn to use maps that extend to regions beyond their neighborhood to the farmlands and to the places where people work to produce their food. They will also learn to explore geographic questions such as: How does climate affect the crops that a farmer can grow? Why are some areas more fertile than others are? Why is water such an important resource for farmers?

They will also understand and appreciate the many ways that parents, grandparents, and ancestors have made a difference. This will help them develop a beginning sense of history. Teachers will ask students: Where did the family come from? What was it like to live there? Who was in the family then? Do photos or letters from that time still exist? Reading literature helps children acquire deeper insights into the cultures from which families came; the stories, games, and festivals parents or grandparents might have enjoyed as children; the work that children as well as their families were expected to perform; their religious practices; and the dress, manners, and morals expected of family members at that time. Comparisons will be drawn with children's lives today to discover how many of these family traditions, practices, and values have carried forward to the present and what kinds of changes have occurred.

They will also learn about those extraordinary men and women who have made a difference in our National life and in the larger world community. Children will meet those men and women whose contributions can be appreciated by seven-year-olds and whose achievements have directly or indirectly touched their lives or the lives of others. They will learn about leaders from all walks of life who have helped to solve community problems, worked for better schools, or improved living conditions and the lifelong opportunities for workers, families, women, and children. They will learn about those who have been honored locally for the special courage, responsibility, and concern they have displayed in contributing to the safety, welfare, and happiness of others. *(Pp. 38-41)*

Grade Two History-Social Science Standards

Standard 2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.
2.2.4 Compare and contrast basic land use in urban, suburban, and rural environments in California.

Standard 2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.
2.4.1 Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.
2.4.3 Understand how limits on resources affect production and consumption (what to produce and what to consume).

Standard 2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).

Lesson 1 **The Food We Eat**

Students will be able to name the major crops grown in California's Central Valley. Students will list where the products of the Central Valley are exported. Students will trace one of California's major crops from the farm to consumption.

Lesson 2 **Farm Labor**

Students will be able to state why farm workers are an important part of the farm economy. Students will be able to explain the crop cycle in California and why farm workers are migrant workers. Students will state that César E. Chávez was an important migrant farm worker.

Lesson 3 **Pesticides**

Students will explain the reasons that farmers need to use pesticides. Students will list the dangers of using pesticides. Students will understand that limits on resources affect production and consumption. Students will understand that the general public does not want to eat products that are harmful.

Lesson 4 **The Importance of Farm Owners and Farm Workers**

Students will be able to state why farm owners are an important part of the farm economy. Students will be able to state why farm workers are an important part of the farm economy. Students will state why César E. Chávez became interested in improving the lives of farm workers.

Lesson Title:
The Food We Eat

Grade Level:
Grade Two Lesson 1

Unit of Study:
People We Depend On

History-Social Science Standard:
2.4.1 Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources

Correlation to K-8 California Adopted Textbooks:
Harcourt Brace: *Making a Difference.* Unit 2: Where We Live: Lesson 3 and 4. Unit 4 People Make History: Lesson 1. Unit 6: People In Time And Place: Lesson 2.

McGraw-Hill: *People Together.* Unit 3: A Working World. Lessons 1-3.

Setting of Context:
The food that we eat comes from many places. California is the world's largest producer of many crops that people eat. The land in the Central Valley of California is very fertile and many people have farmed the land for generations.

Procedure

Many of the crops grown in California are exported to other places. Trucks, boats, and airplanes take these crops.

Motivation:
Ask students to list the different types of fruits and vegetables they enjoy eating. Encourage students to guess where these foods are grown in the State.

Focus Questions:
Which California region produces most of the world's agricultural products?

Which crops grow in California?

Who are the consumers of the crops that are grown in California?

How is the food we eat produced?

Expected Learning Outcomes:
Students will be able to name the major crops grown in California's Central Valley. Students will list where the products of the Central Valley are sent.

Students will trace one of California's major crops from the farm to the dinner table.

Assessments:
California crop map
California Valley Crops riddle book
Map tracing where crops are sent
Time line of crop from farm to the dinner table

Key Concepts:
Different crops require a variety of settings in which to grow. Each crop has a specific process through which it travels from the farm to the consumer.

Essential Vocabulary:
crops
farms
agriculture
export
consumer

Primary Sources:
Pictures of farms in California's Central Valley, labels from produce boxes of those farms (see attached or find your own)

Visuals:
Pictures of crops grown in California, map of California showing crops grown there, stages of a crop from farm to consumption.

Teacher brings a bowl filled with fruit salad (try to include fruits that are grown in California) and tells the students that they are going to have a treat. The salad is distributed and enjoyed. Once the students have enjoyed the treat, they will draw a picture of the fruits contained in the salad.

Making Connections:
When you ate the salad, you became a consumer. A consumer is someone who eats or buys a product. Do you know where the fruits in the salad came from?

Students will write their answer in a quick-write and share it.

Guided Instruction:
Part I: California's Crops
Show students a map of California and point out that the weather in California is warm and usually sunny. Highlight the Central Valley and provide information on this region. It is a valley because it is found between two mountain ranges, the Sierra Nevada and the Coastal Mountains. Soil in the valley has washed down form the mountains and is very fertile. Fertile means that it is good for growing things. Many of the crops that we consume are grown in California.

Practice/Assessment Opportunity:
Students will receive a blank map of California and they will color in the Central Valley.

Part II: Central Valley Crops
Show students the map of the Central Valley that shows the crops grown there.

Practice/Assessment Opportunity:
Using newspaper ads and grocery store circulars, students will cut out pictures of the crops grown in California. They will then write riddles using a close frame to give clues to solve the riddle. The riddle will be written on one sheet of paper. The picture will be pasted on a second sheet with the listed sentence. Students will fill in the missing adjective.

I am

I grow on

I feel

I taste

(color).

(where it grows).

(texture).

(adjective).

I come from California.

Picture of crop

(name of crop)

Student's pages will be compiled into a class book.

Part III: Grown in California
Review the crops that are grown in California. Use pictures and maps. Now take students through a narrative that follows a crop from farm to consumption. (Use a regional crop to make this easier for students to connect.)

Use pictures and a narrative frame (see below). The narrative frame size will be dictated by the pieces of information being presented. These will vary depending on the crop and whether or not it is a processed item.

Sample Narrative:
The crop is planted

The crop is tended to (water, sun, air)

Follow stages of growth

The crop is harvested

The crop is taken (truck, boat, plane) to the processor or distributor

The crop is processed

The crop/processed product is sold to the wholesalers

The crop/processed product is sold to retailers (grocery stores)

The crop/processed product is bought and consumed by the consumer

Narrative frame:

.	.	.	.	.
.	.	.	.	

Practice/Assessment Opportunity:
Working in pairs, students will retell the narrative to their partner using pictures and a narrative frame. Once they have retold the narrative, the students will create a time line of the crop from farm to consumption. They should use words and illustrations.

Choose their own crop to create a narrative for. They will have to draw pictures and write the script.

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Workers Harvesting Carrots
Photo by: UFW

Farms in California's Central Valley

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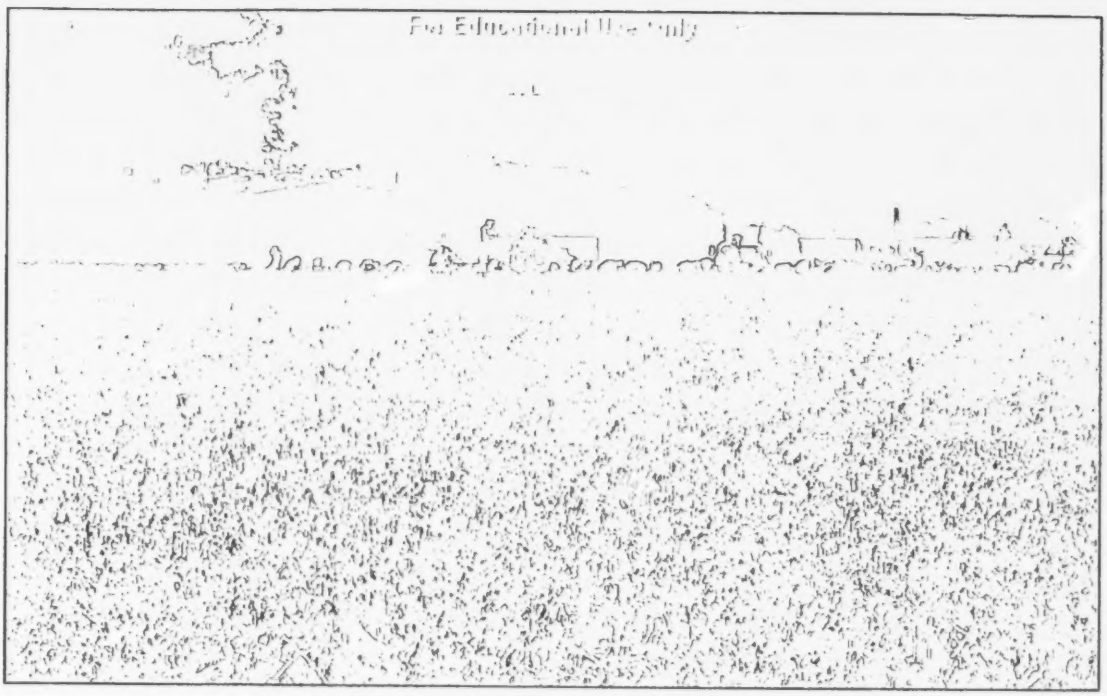

Farm workers harvest crops. 1975
Photo by: Manuel Echavaria

Farms in California's Central Valley

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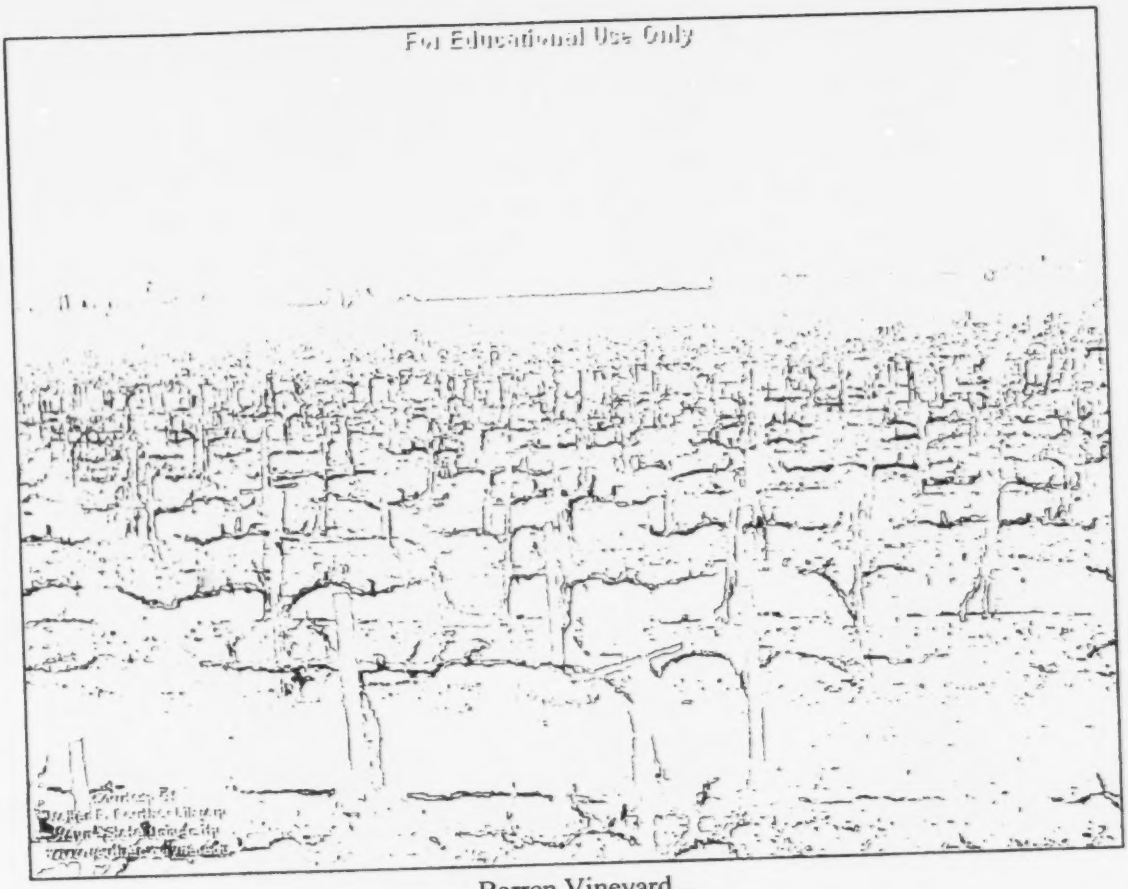

Barren Vineyard
Photo by: El Malchiado

Farms in California's Central Valley

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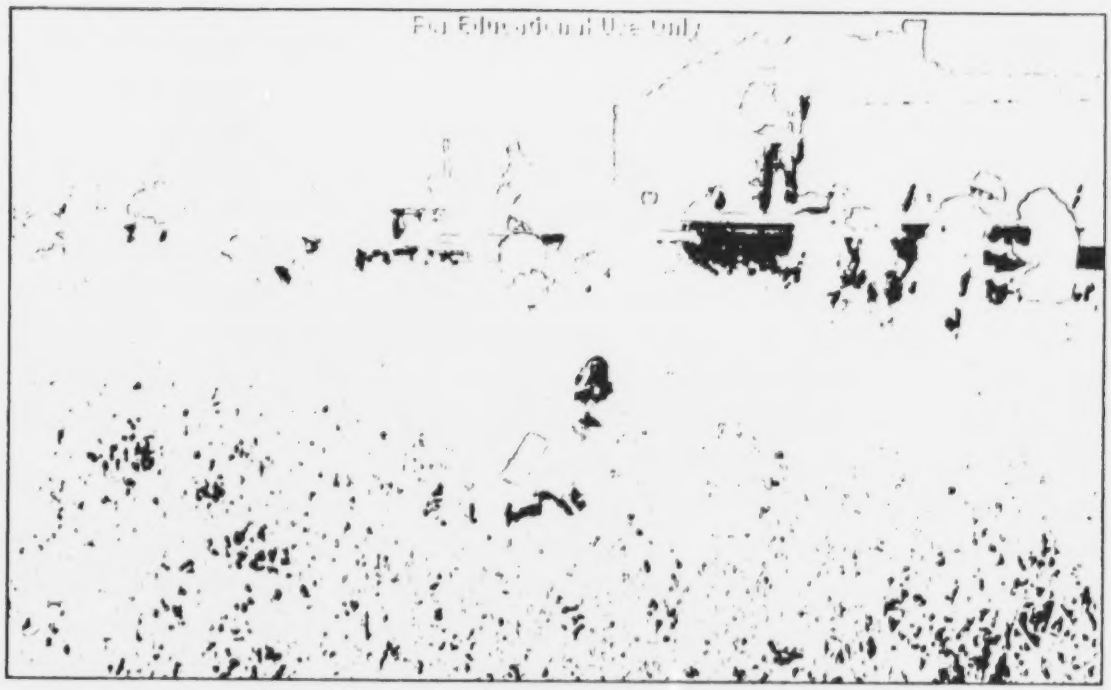

Farm Workers Picking Chili in Santa Maria. 1971
Photo by: Manuel Echavaria

Farms in California's Central Valley

Lesson Title:
Travels of the Migrant Farm Worker

Grade Level:
2nd Lesson 2

Unit of Study:
People We Depend on

History-Social Science Standard:
2.4.1 Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources

Correlation to K-8 California Adopted Textbooks:
Harcourt Brace: *Making a Difference.*
Unit 2: Where we live. Lesson 3 & 4.
Unit 4 People make history. Lesson 1.
Unit 6: People in time and place. Lesson 2.

McGraw-Hill: *People Together.*
Unit 3: A Working World. Lessons 1-3.

Materials:
A map of California (see appendix)
A list of crops and the seasons they are harvested in California

Focus Questions:
Why are these workers called migrant workers?
Why do farm workers move so often?

Expected Learning Outcomes
Students will be able to explain the crop cycle in California.
Students will be able to explain why farm workers are migrant workers.
Students will be able to identify the top cash crops in California, their harvest season, and region grown.

Assessment:
Have students create a chart and list identifying the top seven agricultural crops grown in California, the season during which they are harvested, and a key region in California where the crops are grown. They should also be able to create their own map of California illustrating where different crops grow.

Setting the Context:
Many farm workers are called migrant workers because they move from farm to farm as the crops need to be harvested. Moving from one place to another is a difficult thing for a family. Many times children attend more than five different schools in one year because their parents must follow the crops.

César Chávez and his family also moved many times, traveling throughout California during the harvest season. César attended over 36 different schools.

Key Concepts:
Region
Migration

Essential Vocabulary:
Cash crops
Region
Farm worker

Primary Sources:
Photographs

Visuals:
pictures, photographs, artwork, map

Procedure

Motivation:
Show students the pictures of the farm workers (see Lesson 1 for pictures). Tell them they are going to learn about where many of these farm workers work. Show students a map of California. Highlight the Central Valley. Explain that César Chávez worked much of his life in the Central Valley because that is where many of California's crops are grown.

Making Connections:
Ask students to think about all of the different fruits and vegetables they see when they go to the market. Do they know where the foods come from? Do they know how they get from the fields to the market? Do they know why only certain fruits and vegetables are in the market during certain times during the year?

Show the students a map showing the crops and the seasons they are harvested. Students will write a first person narrative describing the chronology of harvests that a migrant farm worker follows.

Discuss that the land in this area is very fertile and conducive to farming. Show pictures of farms. Show the students picture cards of the crops that are grown on California farms. As you introduce the crop, place it on a blank map of California in the location where it is grown. Follow this same procedure with all of the crop cards. Review with students the different crops that are grown in California.

Some farms grow many different crops. Not all of the crops are harvested at the same time. Each crop has a season for planting and harvesting. When it is harvest time, the farmers need lots of help bringing in the crop. The large farms hire workers to harvest the crop. Once a crop is harvested, the farmer doesn't need the workers and they no longer have a job. Because they have families to feed, they must look for other work.

They move on to other farms where crops need harvesting. Since they move from one place to another, they are called migrant workers. The life of a migrant worker is very hard because they must keep moving.

Read a story similar to *Amelia's Road* by Linda Jacobs Altman. Ask the students to listen to the story about the little girl and her family. Begin with the author's note at the back of the book and then read the story.

Guided Practice
Have students do a quick write: How would you feel if you were in Amelia's shoes? Why is her family called "migrant workers"? If another story is used, have the students write about how that child felt.

Give each student an outline map of California. Locate the general region where the students live. Locate the Central Valley and have students draw an oval for a region representing the Central Valley.

Teach the students what crops are actually grown in California and when they are grown. Use the worksheet *Top Agricultural Crops in California, Seasons and Regions* to complete the exercise.

Integrating Language:
Shared reading student appropriate literature
Discussion
Vocabulary development

Enrichment:
Interview another student who has moved homes more than once. Ask students to find out what the other student felt like. Have them find out what they liked about moving and what they did not like about moving. Ask them what it felt like to enter a new school, especially if they moved during the school year after school had already started.

Service Learning
Have students find out if the school has any special programs for new students entering the school after school has already been started. If not, have students develop a program that might help new students adjust to their new school.
Identify the problem.
Research the causes.
Brainstorm possible solutions.
Identify resources and people that can help.
Conduct the project.
Reflect on what was learned during the project.

Name_____
Date_____

Top Agricultural Crops in California, Seasons and Regions

Crop that produces the most money in CA	Agricultural Crop	Season Harvested	General Region in California Grown
1			
2			
3			
4			
5			
6			
7			

Lesson Title:
Pesticides

Grade Level:
Grade Two Lesson 3

Unit of Study:
People We Depend On

History-Social Science Standard:
2.4.3 Understand how limits on resources affect production consumption (what to produce and what to consume).

Correlation to K-8 California Adopted Textbooks:
Harcourt Brace: *Making a difference.* Unit 2: Where We Live: Lessons 5-6. Unit 3: We All Work Together: Lesson 5. Unit 6: People in Time and Place: Lesson 6

McGraw-Hill: *People Together.* Unit 2: Earth, Our Home: Lesson 3.

Setting of Context:
There were many things that César E. Chávez wanted to change to make the world a better place. He wanted to improve working conditions for the farm workers. One of the things that he wanted to change was the use of harmful pesticides. Pesticides are chemicals used on plants to kill the bugs that eat them. When bugs attack crops, they cannot be sold and farmers lose money.

At first, no one knew that pesticides were harmful to people. The pesticides were sprayed on the crops when the workers were in the fields. The pesticides also got into the water that the workers drank. Many farm workers started to get sick after being in the fields that were being sprayed. Women who were pregnant began to lose their babies before they were born. Some babies were being born with deformities. The farm workers began to worry that the pesticides were harmful to them. They tried to get the farmers to stop using them but they would not.

Focus Questions:
What is a pesticide?

Why do growers use pesticides?

Why are some pesticides harmful?

Should people eat crops that have been sprayed with pesticides?

Expected Learning Outcomes:
Students will explain the reasons that farmers need to use pesticides.
Students will list the dangers of using some of the most harmful pesticides.

Students will understand that limits on resources affect production and consumption. Students will understand that the general public does not want to eat products that are harmful.

Assessments:
Cause and effect graphic organizer on the use of pesticides • List of alternatives to pesticides

Key Concepts:
Interdependence, Safety and Health

Essential Vocabulary:
pests
bugs
pesticides
dangers
side effects
alternatives
deformities

Primary Sources:
Pictures of fields/workers being sprayed with pesticides, pictures of a healthy plant and plants being attacked by bugs, pictures of affected farm workers. See Photo Archives.at http://chavez.scientech.com:8080/research

Visuals:
Pictures of pesticides, pictures of how pesticides were sprayed (see attached pictures of crop dusters, trucks and canisters)

Show students the universal symbol for poison (skull and crossbones). Ask students to explain what it means. Ask them what they would do if they saw the symbol on something. Would you touch anything that has that symbol on it?

Procedure

Motivation:
Ask students to list/describe what poisonous items are. How do these things affect people?

Making Connections:
Bring in pictures of items that have the universal symbol for poison on it. Classify the items into categories of use. Many will be cleansers. Prompt students to conclude that many are products that they would use to clean something else.

Guided Instruction:

Part I: Plants
Show students two tomato plants; one that is healthy, and one that has been attacked by bugs. Give students an opportunity to investigate the plants. If plants are not available, try to get a fruit or vegetable, again having a healthy one, and one that has been attacked by bugs. Ask the students which one they would rather eat and why. Discuss with students that bugs are a big problem for farmers and that in order to kill the bugs they use products called pesticides. When pesticides were first used people thought they would not be harmful to human beings. When farm workers and their families began to get sick, no one believed that it was related to the pesticides. The farm workers asked the farmers to stop using pesticides, but they did not listen. Many people working on farms got very sick. Now we know that pesticides are harmful to people.

Practice/Assessment Opportunity:
Have students draw a picture of a healthy plant and one attacked by bugs.

Begin a class garden with potted plants. If possible leave them outside and begin to watch them for signs of them being attacked by insects. Have students keep a journal of their observations.

Take a trip to a nursery or invite a nursery worker to come in and talk to the students about ways to deal with bugs that attack plants and crops

Part II: Eating is Believing
Bring in a bag filled with fruit from the grocery store. Make sure that it is in one of the plastic produce bags and that the labels on the fruit have not been removed.

Take out a piece of fruit and offer it to a student to eat. Check for a reaction. Some students will not think twice about biting into it. Some may think it is yucky because the fruit has not been washed.

Enter into a discussion on why fruit or any other produce should be washed before it is consumed. Generate a list of reasons of the importance of washing produce before it is consumed.

Practice/Assessment Opportunity:
Generate a list of reasons of the importance of washing produce before it is consumed. The following is a list of possible responses:

Many people have handled it

It can sometimes have dirt (especially underground)

It might have fallen on the floor

It might have been sprayed with pesticides.

Have students create flyers urging people to wash produce before it is consumed.

Part III: Ring around the Apple
César Chávez was very concerned about the use of pesticides in agriculture. He began to see connections between the use of pesticides and the illnesses that plagued the farm workers. He began to ask people like doctors and nurses to start running tests and to study the chemicals used in pesticides. Show students pictures of fields being sprayed. Many workers were working in the fields when the pesticides were being sprayed and they breathed them in. The chemicals would get into their lungs. This made it hard for them to breathe.

Since the growers would not listen to the farm workers, César E. Chávez began to let the public know the dangers of pesticides. He began to point out to them that the produce they consumed had been sprayed with pesticides. Farmers claimed that washing produce before it was consumed made it perfect for consuming. Many farmers illustrated their point that pesticides were not dangerous by eating a piece of fruit right from the field. César knew that some pesticide remained on the crops.

Practice/Assessment Opportunity:
Have students work in pairs. Each pair needs an apple. You will simulate the spraying of pesticides on the apple. Use a can of hairspray (because it is sticky and tacky) as the pesticide. Once it is sprayed, let the apple sit for a few moments. Have students wash apple with water.

Once the apple has been washed off, have them feel the apple. It should have a film of residue. Compare these apples to the crops being sprayed in the fields.

Have students write a letter to a friend explaining the sometimes-harmful effects of using certain pesticides.

Part IV: Public Awareness
As more information about the dangers of pesticides was coming into the public eye, more consumers began to be more selective about the produce they bought. There was a big shift to buying organic produce that was grown without the use of pesticides. The public also began to see the illnesses attributed to the use of pesticides as well as the deformities that children were being born with. They did not want this to happen to them or their children. This new public knowledge forced lawmakers to pass laws outlawing the use of certain pesticides. Growers were forced to find other ways to keep the crops pest free. This affected the amount of crops that they were able to produce.

Practice/Assessment Opportunity:
Guide students through discussions on the dangers of harmful pesticides. They can also do research on the Internet to find out more information about the dangers of using certain pesticides.

Have students share what they have researched with the class by creating a poster informing other students about the potential dangers of harmful pesticides and of not thoroughly washing all fruits and vegetables.

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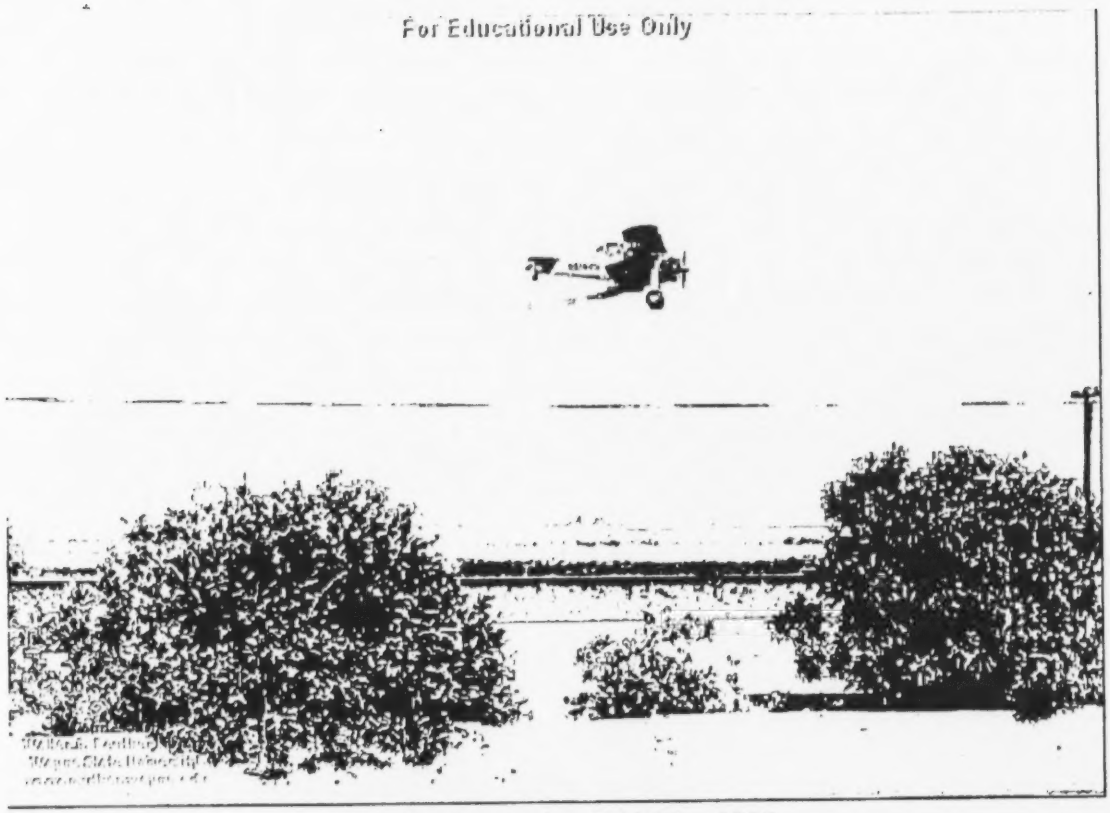

Crop duster spraying field, May 1975
Photo by: El Malcriado

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Crop dusting field and workers
Photo by: UFW

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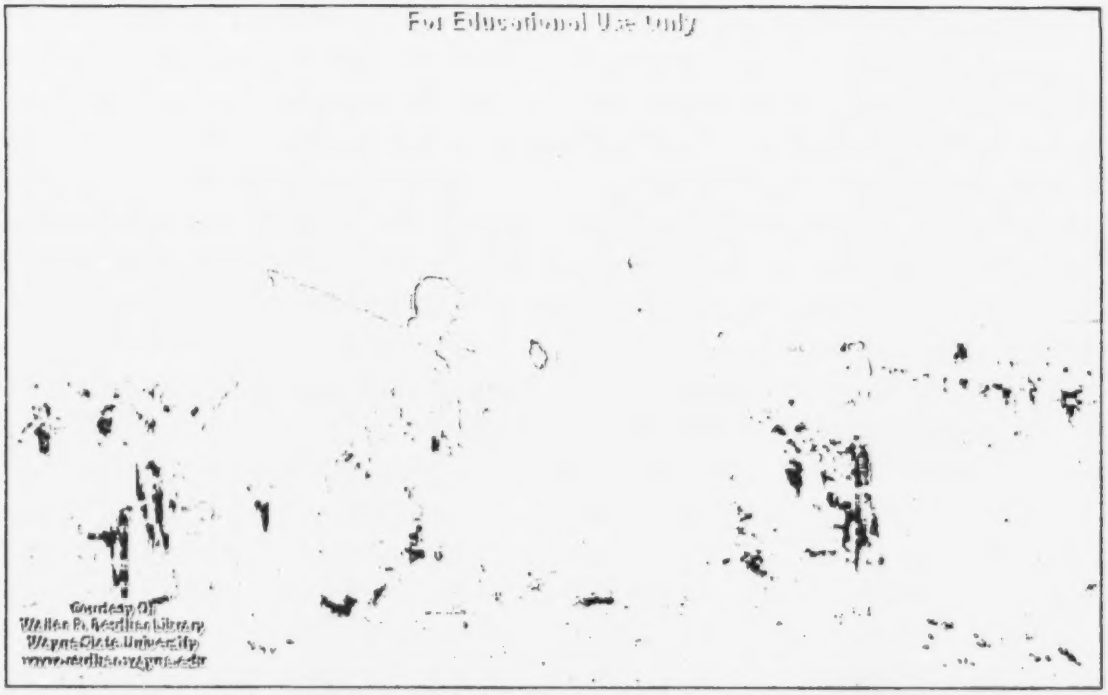

Crop Duster Spraying Field and Workers with Ammonium Nitrate and Zinc Sulfate in a Delano field, 1969
Photo by: UFW

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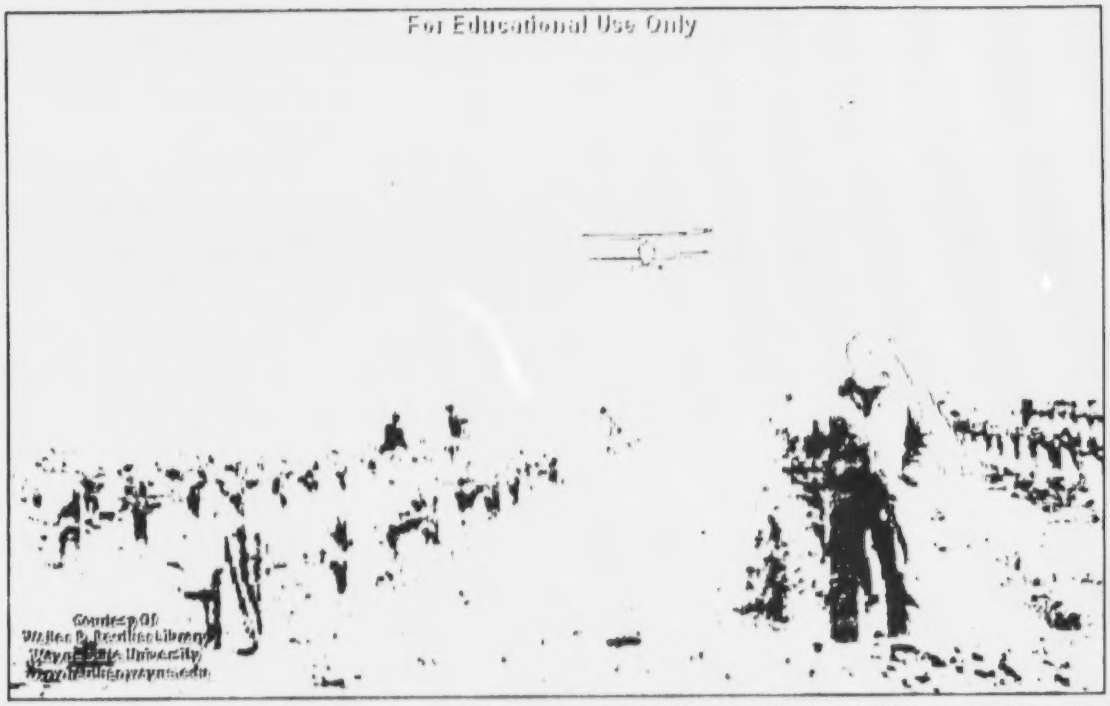

Crop Dister Spraying Field & Workers with Ammonium Nitrate and Zinc Sulfate in Delano, 1969
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Worker Spraying Field by hand
Photo by: El Malcriado

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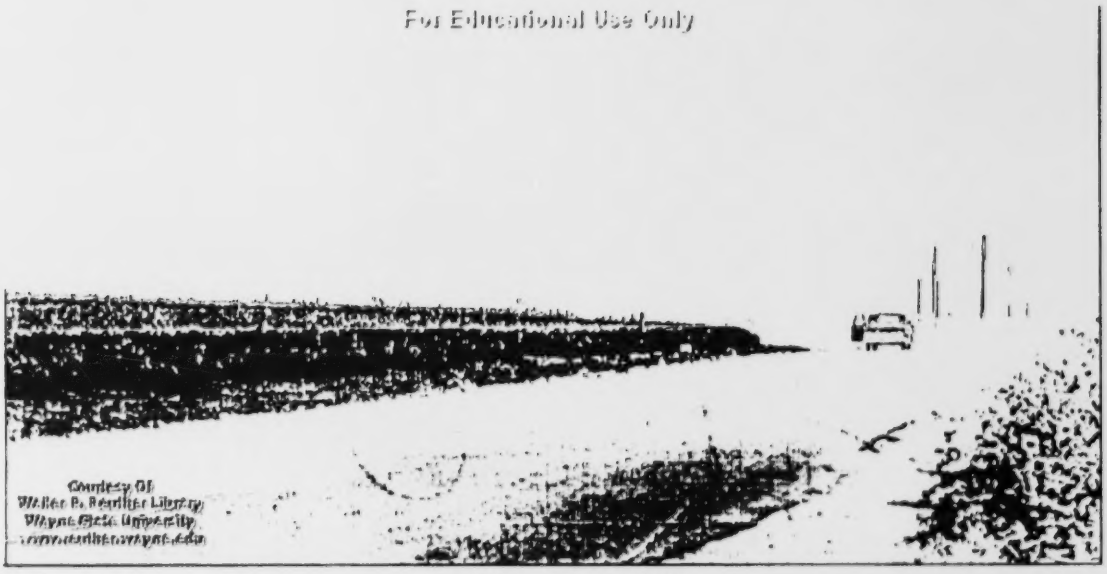

Truck Spraying a Field
Photo by: UFW

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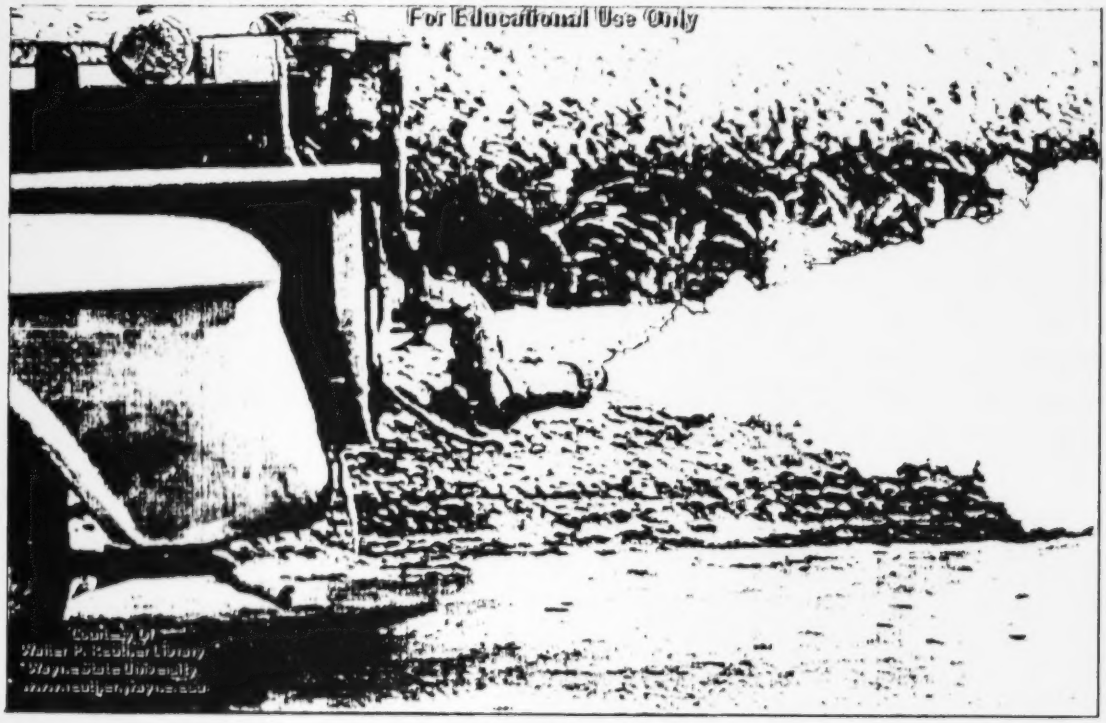

Truck Spraying a Field
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Lesson Title:
The Importance of Farm Owners and Farm Workers

Grade Level:
Grade Two Lesson 4

Unit of Study:
People We Depend On

History-Social Science Standard:
2.4.1 Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.

Correlation to K-8 California Adopted Textbooks:
Harcourt Brace: *Making a Difference.* Unit 2: Where We Live: Lesson 3 and 4. Unit 4: People Make History: Lesson 1. Unit 6: People In Time And Place: Lesson 2

McGraw-Hill: *People Together.* Unit 3: A Working World: Lessons 1-3

Setting of Context:
Agriculture has been an important part of California's economy. California farmers have always relied on laborers to harvest the crops grown on their farms. More importantly, people like you and me depend on the work that farm owners/growers and the farm workers do to provide us with the food we eat.

Farm owners/growers use their land and money to grow food for us to eat. The farm owners/growers are important because they provide land, seed, and water needed to grow food. The farms that produce most of the food we eat are too large for the grower and the grower's family to work alone. Almost all growers need the help of many, many farm workers to plant, take care of, and harvest the crops.

The work that farm workers do is difficult and very physically demanding. After working in the fields all day, the farm workers are tired and their bodies are very sore. Farm workers work in the fields all day, but earn very little money. Their hard work and sacrifice allow us to bring the food we eat to our homes and to our dinner tables, but sometimes they do not have enough to feed their own families. For many years, farm workers were not treated with very much respect or dignity. This is sometimes true even today.

As a young boy, César E. Chávez worked in the fields with his father, mother, brother, and sister. Later in life, he would work in the fields with his wife, Helen, and some of his children too. César and his family worked hard like the other farm workers and often felt that they were treated more like animals or farm tools than like human beings. César thought this was wrong and dedicated his adult life to winning farm workers and their families the respect and dignity they deserved.

Focus Questions:
Who provides the land, money, and seed to grow crops we need?

Who harvests the crops grown on large farms?

Who was César E. Chávez?

Expected Learning Outcomes:
Students will be able to state why farm owners are an important part of the farm economy. Students will be able to state why farm workers are an important part of the farm economy. Students will state why César E. Chávez became interested in improving the lives of farm workers.

Assessments:
Students will write sentences that describe the work that farm workers do and how they help society.

Provide a map showing the crops and the seasons they are harvested. Students will write a first person narrative describing the chronology of harvests that a migrant farm worker follows.

Key Concepts:
respect, dignity

Essential Vocabulary:
farm
economy
crop cycle
migrant
harvesting

Primary Sources:
Pictures of farms in California's Central Valley, pictures of migrant farm workers, pictures of César E. Chávez throughout his lifetime. See the Photo Archive on the CDE Web site at http://chavez.scientech.com:8080/research

Visuals:
Pictures of crops grown in California, map of California showing crops grown there and the seasons they are harvested

Procedure

Motivation:
Remember when we ate the fruit salad? Students should be able to respond. We talked about where the food comes from and how it reaches the point where we

consume it. Today we are going to learn about the people who make sure that the food leaves the farm.

Making Connections:
Show a picture of a farm worker. Ask students "Who is this person? Accept all responses. You may get farmer, worker, and so forth. Affirm that the person is a farm worker.

Guided Instruction:
Harvesting
Give students a set of pictures that show farm workers harvesting crops. It should be a collection that illustrates stooping, cutting, bending, carrying heavy bags, and so forth. Ask students to create a list of the actions that they see in the pictures.

They should generate words such as: bending, stooping, walking, carrying, lifting, and so on.

Once they have generated the lists, have a brief class discussion on the intensive labor that is involved in harvesting crops. Continue the discussion by telling students that the fruit they ate yesterday was harvested in the same way that the workers in the pictures are working.

Have students review the photographs again. Ask students to examine the photographs and make a list of things they do not see in the photos. They should say things like buildings, bathrooms, water fountains, rest areas, places to eat, or shade. Lead a discussion with students about what they would do to improve the working conditions of the people in the pictures.

Practice/Assessment Opportunity:
Have students pretend that they are farm workers. On the ground, use chalk to draw simulated furrows of crops. Have a student complete the action of harvesting a crop. Each student should complete the actions.

Upon returning to the classroom, have a few students tell you what their body felt while they were doing this work. Have students write five sentences about what they saw, felt, and what they think could have done to help the farm workers in their lives.

Integrating Language:
Shared reading
Discussion
Listening center option
Vocabulary development

Enrichment:
Invite a farm worker to speak to the class Listen to interviews of people who worked with César E. Chávez http://chavez.scientech.com/Teachers/Lessons/Resources/

An American Hero
The Biography of César E. Chávez

Photo copyright © Jocelyn Sherman

César E. Chávez was a good man who dedicated his life to helping others.

César was born to parents who taught him important ideas about hard work, the importance of education, and respect.

As a young boy, César worked on his family's farm feeding and watering the animals, collecting eggs, and bringing water to the house.

César's parents thought school was important. School was hard for César because the teachers only spoke English and César did not understand English. César thought some teachers were mean because they would punish him when he spoke Spanish. César learned to read English in school and he learned to read Spanish from his

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uncles.

César's parents were very strict and taught him and his sisters and brothers to show respect to others.

His parents also taught him that it was important to help others. César and his family often helped his uncles, aunts, and cousins by giving them food when they had little to eat.

Photo Courtesy of César E. Chávez Foundation

César and his sister are standing outside their home.

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Photo Courtesy of César E. Chávez Foundation

César and his sister are dressed for their First Holy Communion.

César's grandmother, Mama Tella, taught him about the importance of their religious faith and to have a strong belief in God. When César grew up, he would remember and practice what his grandmother had taught him. For César, religion was a most beautiful thing.

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Photo Copyright © Manuel Echavaria

In 1975, this farm worker family is eating lunch along side the fields in the Santa Maria Valley in the shade of their van because there is no other shade available.

When César was ten years old, his family's home was taken away from them because they did not have enough money.

César's family moved to California to find work. They began working on farms picking fruits and vegetables. César's family would move from farm to farm looking for work, just like many other families who also lost their homes.

César's family moved often. Moving did not bother César, or his sisters and brothers too much because their parents loved them and because they were always happy to be together as a family.

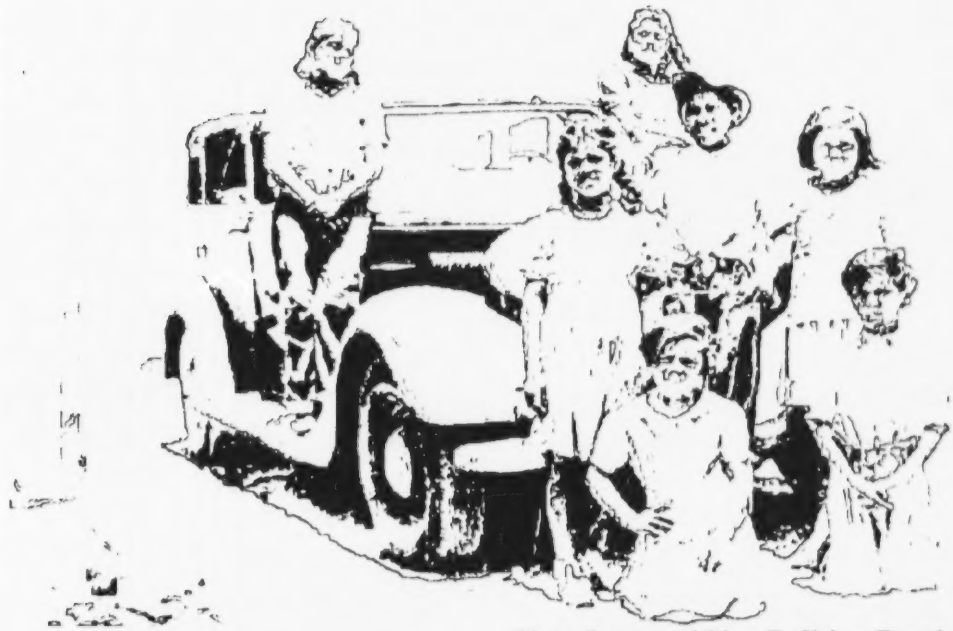

Photo Courtesy of César E. Chávez Foundation

César and his brothers and sisters in front of the family car

Working on the farms was very difficult. Farm workers like the Chávez family would very long hours. They often had few bathrooms and little clean water to drink. Farm workers suffered a lot and they were not treated with respect or dignity.

Photo Copyright © Manuel Echavaria

These farm workers are picking chili at Santa Maria in 1971.

César's family worked very hard on the farms, but they made very little money. Everyone in the family had to work, even the children. To make things worse, sometimes the men in charge of the farm workers would cheat and steal money from the farm workers, including César's family. These men would often run away so they would not get caught.

César's family had very little money and many times they did not have enough food to eat. César and his family never thought of themselves as being poor. César's mother would often tell César and his brother Richard to find homeless and hungry men so she could cook them a meal.

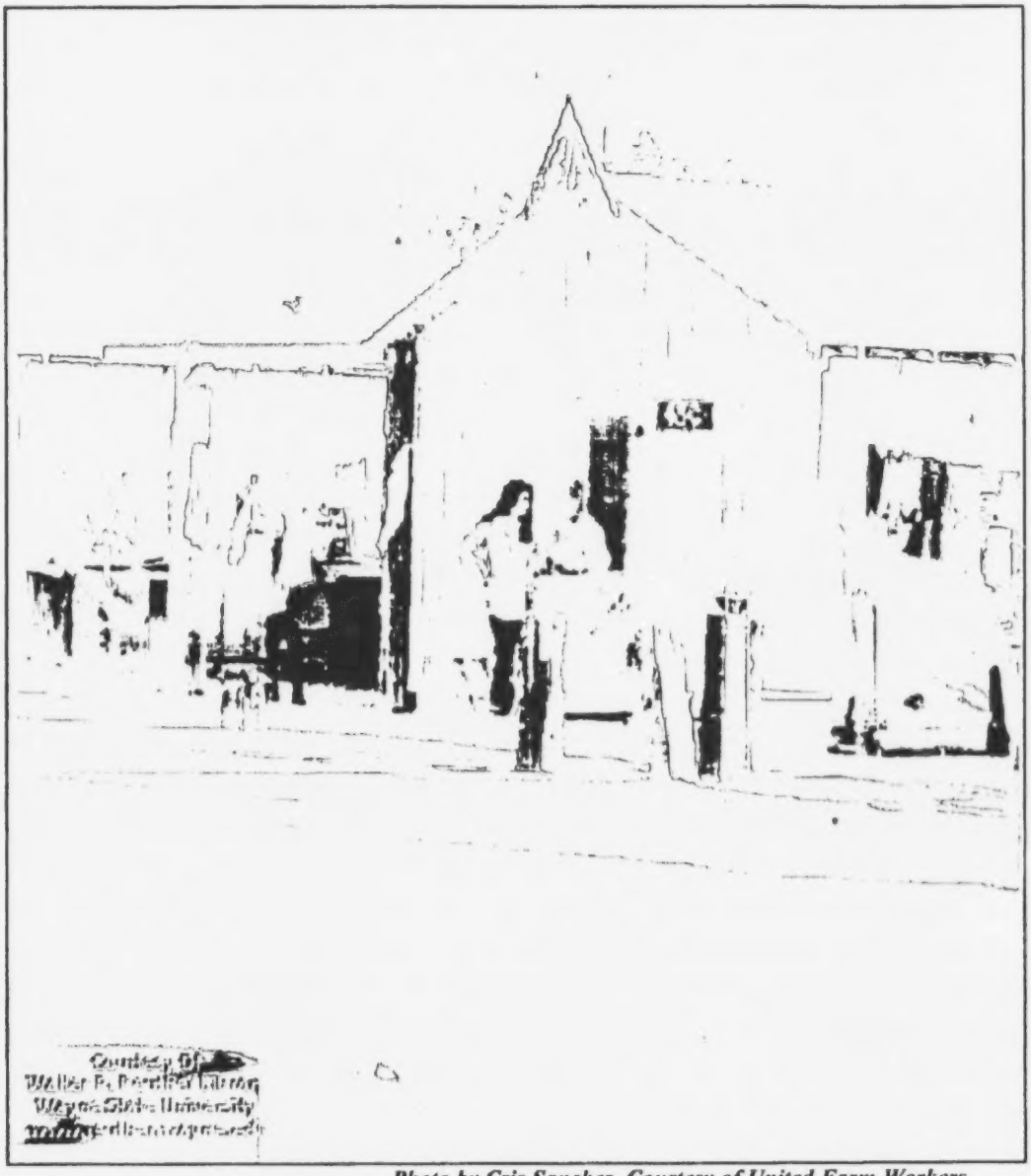

Photo by Cris Sanchez, Courtesy of United Farm Workers

In a migrant farm worker camp, the ladies are visiting while their laundry dries on the clothesline strung between their houses.

When César was a teenager, he and his older sister Rita would help other farm workers and neighbors by driving them to the hospital to see a doctor. Without César's and his sister's help, these people would have had a very

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difficult time getting a doctor's help.

The people César helped often wanted to give him a little bit of money to pay for gas and for his help. César never took any of their money because his mother would have been mad at him. She used to say, "You always have to help the needy, and God will help you."

Photo Courtesy of César E. Chávez Foundation

César in his U.S. Navy uniform.

A few years later, César volunteered to serve in the United States Navy. César, like many American men and

women, served in the military to fight for freedom and to protect the people of the United States.

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Photo Courtesy of César E. Chávez Foundation

César and his wife, Helen, posed for their picture by the seashore.

After two years in the Navy, César returned home and married his girlfriend, Helen. After a short time, they moved to San Jose, California and began a family.

Life changed for César when he met a man named Fred Ross. Fred Ross believed that if people worked together they could make their community better. Fred Ross hired

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César to work for him in the Community Service Organization.

The Community Service Organization worked to help people. César now worked to bring people together to identify problems and find ways to solve their problems. Many problems were not solved because community leaders did not respect all people.

César, Fred Ross, and the Community Service Organization helped people in the community learn how to vote. They also taught people that community leaders respected voters. Community leaders worked harder to solve the problems of voters. César worked in many communities in California to help people gain the respect they deserved.

Photo Courtesy of César E. Chávez Foundation

César and other people from the Community Service Organization are getting ready to try to get the farm workers to vote.

After helping many people gain the respect of community leaders, César left the Community Service Organization to help farm workers gain the respect and dignity they deserved.

César started the National Farm Worker Association to help improve the working conditions of farm workers. African Americans, Filipinos, white Americans, Mexican Americans and Mexicans, and men and women of all backgrounds joined César.

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Photo by Cris Sanchez

In a migrant farm worker camp, the ladies are visiting while their laundry dries on the clothesline strung between their houses.

César and the farm workers wanted the companies and growers that owned the farms to respect farm workers by providing them with fresh water to drink, bathrooms in the fields, and fair pay for a day's work.

The companies and growers refused to treat the farm workers with respect and dignity. The growers did everything they could to stop César and the farm workers. They even turned to violence and hurt many farm workers and people who helped the farm workers.

This made César very upset.

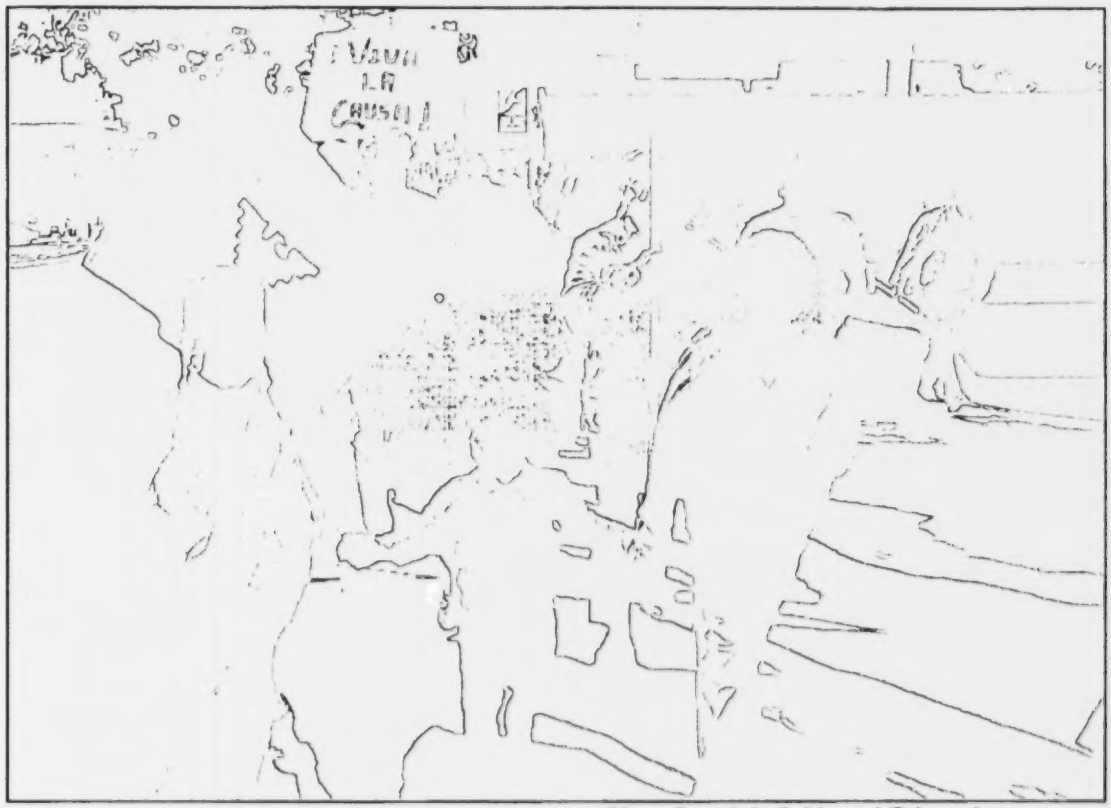

Photo Copyright © Manuel Echavaria

People of all ages marched to Preisker Park while participating in a demonstration in 1972.

César did not believe in violence. Like Martin Luther King, César wanted to bring change in a nonviolent way. Many people came to help César. Many people supported César because he believed in nonviolence. Like César, they also believed that farm workers deserved better treatment, respect, dignity, justice, and fairness.

Photo Courtesy of United Farm Workers

César is signing an important agreement while many union supporters watch with reporters from radio stations and newspapers.

César worked hard. He suffered and sacrificed a lot to make farm workers' lives better

After five years, some growers in California agreed with César and started to provide farm workers with fresh water to drink, bathrooms, and better pay. César, the farm workers, and their friends won, making farm worker's lives better.

Photo Copyright © Jocelyn Sherman

César marching again with many supporters.

César dedicated the rest of his life to making the world a better place and to serving others. He continued to work to bring respect, dignity, justice, and fair treatment to the poor, to farm workers, and to people everywhere.

Photo Copyright © Jocelyn Sherman

Many people came to César's funeral.

César died on April 23, 1993. He was sixty-six years old. People all over the world remember César E. Chávez as a man of courage who fought to improve the lives of all people.

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Photo Courtesy of the César E. Chávez Foundation

César E. Chávez is an American hero.
His legacy lives on!

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